DOCUMENT RESUME

ED 115 434 32 RC 008 890

TITLE Migrant Education Handbook, 1975 [State of Oklahoma].
INSTITUTION Oklahoma State Dept. of Education, Oklahoma City.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE 75
NOTE 41p.

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS *Administrator Guides; Admission Criteria; Ancillary Services; Community Involvement; Definitions; Educational Assessment; Evaluation Criteria; *Migrant Education; *Program Development; *Program Planning; Recruitment; *State Programs; Student Needs
IDENTIFIERS *Oklahoma

ABSTRACT

The national goal of migrant education is "to establish programs and projects which are designed to meet the special educational needs of migratory children of migratory agricultural workers or migratory fishermen and to coordinate these programs and projects with similar programs in other states". In Oklahoma, the major objectives for migrant programs are to: (1) identify every child who can be legally described as a "currently migratory child" or "formerly migratory child", involve him in a migrant program, and enter the proper information in the National Migrant Student Record Transfer System; (2) establish migrant programs where there are pockets of concentration of eligible children; and (3) improve migrant programs through continual updating of services, adding inservice and preservice training of migrant program staff, conducting student needs assessments, providing supportive services, evaluating programs, and involving others in planning for migrant program changes. Designed to assist local educational agency administrators in determining the feasibility of migrant education programs in their districts, this handbook contains information related to the planning, implementing, and evaluating of migrant education programs. Among the topics are: Parent Advisory Committees, staff development, community contact, resources, needs assessment, program priorities and objectives, and program needs. (NQ)

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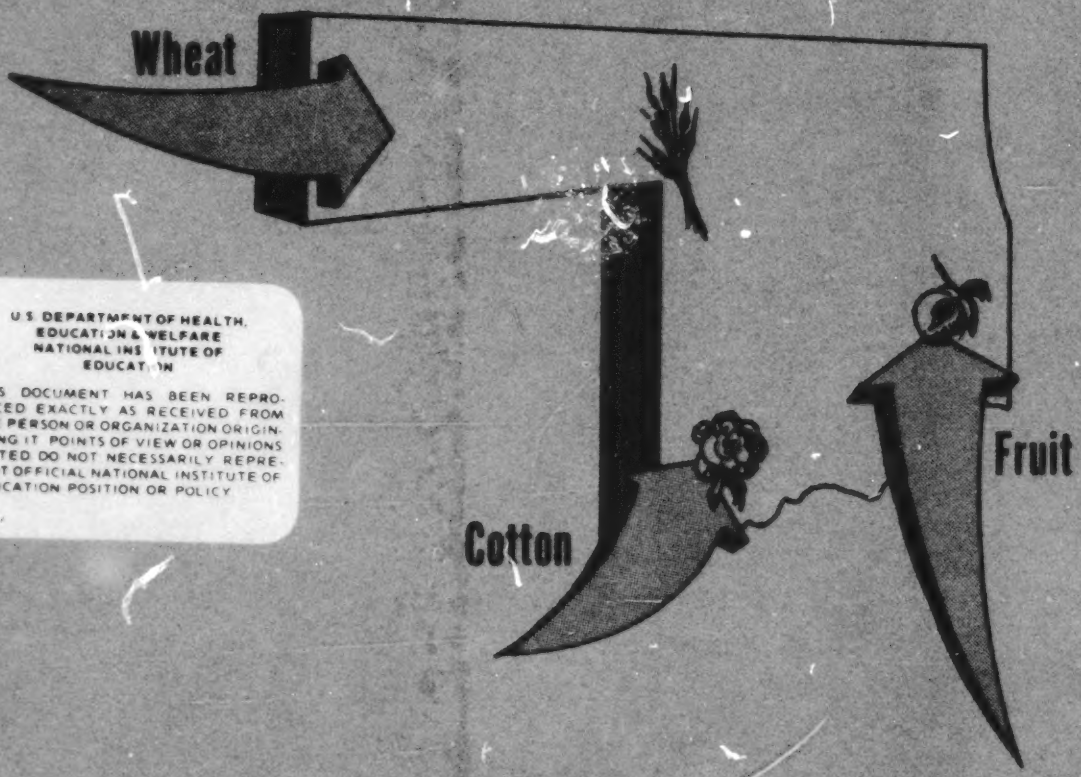
Migrant Education Handbook



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Oklahoma
State Department of Education
1975
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Leslie Fisher
State Superintendent of Public Instruction

RC008890

MIGRANT EDUCATION HANDBOOK

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This publication, printed by the Oklahoma Department of Education, is issued as an aid in meeting the requirements for the operation of programs under Title I - Migrants - of the Elementary and Secondary Education Act, P.L. 93-380.

This publication is issued by the Oklahoma State Department of Education as authorized by Leslie Fisher, State Superintendent of Public Instruction. 500 copies have been prepared and distributed at a cost to the taxpayers of the State of Oklahoma of $873.18 ($1.75 cost per copy).

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FOREWORD

This handbook contains information related to migrant education programs and is designed to assist local educational agency (LEA) administrators in determining the feasibility of such programs in their districts. Personnel responsible for operating migrant programs in LEAs or studying the development of migrant programs will hopefully find material helpful during planning, implementation and evaluation of migrant projects.

Since the migrant education programs are funded through amendments to ESEA Title I, many of the same policies and guidelines apply to both programs. Amendments made by P.L. 93-380, Part 116d, 1974, also apply to migrant education. Therefore, this handbook will not repeat the rules and regulations presented in the Oklahoma State Department publication, Title I Regulations and Guidelines for Local Educational Agencies.

Persons with responsibilities for migrant programs should be familiar with the rules and regulations for Title I and, also, the contents of this handbook. Obviously, not all questions can be anticipated and/or answered in this handbook. Therefore, if you have unanswered questions related to migrant programs, please direct them to the State Migrant Education Administrative Officer, State Department of Education, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma 73105. Telephone (405) 521-2846.

INTRODUCTION

From an agricultural standpoint, Oklahoma ranks in the top ten in production of a number of crops such as wheat, rye, sorghum for grain, cotton lint, alfalfa seed, peanuts, broomcorn and pecans. In addition to these major crops, there are many others produced on a smaller scale. The 1970 census indicated 81.8 percent of the land was utilized for farm activity. Obviously, Oklahoma is one of the major agricultural states. Even with the mechanization of many farming operations, the diverse variety of agricultural activity in the state automatically creates a need for a temporary work force to plant, work and harvest the various crops. This offers seasonal employment opportunities to migrant workers in many parts of the State, especially during harvest season.

The migrant farm worker is essential to the economy of the state. Crops such as strawberries, peaches and broomcorn require intense labor at the time of harvest. Farmers would be unable to produce the needed crops without additional help provided by migrant workers. Oftentimes there is somewhat of a tendency on the part of laymen to think that the migrant agricultural worker's job is an unimportant one; whereas, on the contrary, without them our nation could not be fed.

Another kind of migrant worker in Oklahoma is the unskilled individual without permanent employment who has established a home in Oklahoma but is forced to continually search for a job comparable to his skills. Often, these individuals will travel across school district boundaries or state lines to work for short periods of time in agricultural activities. This search for work sometimes becomes a total family project and extends over a long period of time.

MIGRANT CHILDREN

Along with the movement of migratory workers come children of various ages. Many of these children are educationally deprived due to several cumulative factors. Probably the major contributing factors are the lack of stability (not being in one community or school very long) and low socio-economic status. The children are also likely to exhibit low self-esteem and little motivation. In addition, many of these children have other unmet needs, such as food, adequate clothing, medical and dental care--factors which within themselves are of such magnitude as to make learning in school difficult. Often, the older children in the family are required to work or care for the younger children and cannot attend school on a regular basis. This increases their tendency to drop formal education completely.

The lifestyle of the migrant worker creates conditions which are not conducive to educational achievement of the children. The low income automatically deprives many of the children of necessities such as adequate nutrition, clothing, dental care and health services. Compounding these problems is the fact that the migrant student is often required to move from school to school as his family follows the harvest. This transient lifestyle is accompanied by inadequate housing which creates a poor environment for studying. The composite of all the inhibiting factors make an obstacle which limits the educational opportunity of migrant children.

In a search of the literature, the California State Department of Education identified and published in the California Master Plan for Migrant Education, the following needs most often associated with migrant children:

> "The need to compensate for inadequate living conditions: Sometimes, basic needs for food shelter, or clothing are unmet. More often, migrant children are conspicuously lacking the "better things in life" commonly displayed by other children at school.

The need to compensate for a frequently interrupted and itinerate education: The migrant child must adjust to frequent changes in location, teachers, classmates, and curriculum. His teachers often do not have time to assess his learning problems or to identify his interests and abilities before he has moved on. His education, therefore, lacks continuity.

The need to overcome health and nutritional defects which interfere with the educational process: Migrant children who need glasses, suffer from anemia, or have severe dental problems often have no practical remedy available to them. Statistics indicate a much greater health deficiency among migrant children than among resident children, with a corresponding lack of professional health care available to migrant families.

The need for others to know, understand, and appreciate the nature of their problem: This need encompasses peers, teachers, principals, school boards, and community groups.

The need to find acceptance as individuals, as members of an occupational group, and as members of a particular subculture: Migrant children often report feeling held in low esteem by classmates or teachers. Such feelings crush self-esteem and self-identity and lead to failure.

The need to identify with successful adult role models who are similar to themselves in background, culture, and language: Most migrant children in California are from rural Mexican backgrounds; few teachers are. As a consequence, it is difficult for the migrant child to project success in school for persons like himself.

The need for motivation to complete a high school education: Records show that most migrant children have dropped out of school by age sixteen, though almost all migrant children polled at the sixth grade expect to finish high school. Many social and financial pressures are felt by the older migrant children to quit school in favor of immediate employment.

The need for personal, vocational, and family guidance: The demands of a hard life cause many migrant families to make personal and career choices which further condemn them to poor circumstances. Wise counsel from experienced persons is needed by families trapped in ignorance, cultural conflict, and poverty in order that some of their members may succeed.

The need to communicate: Many migrant families are Spanish-speaking. Children of these families need to communicate in Spanish while they learn English, skill subjects, and social skills.

The need for common experiences: Migrant families have little leisure time and small resources. Consequently, migrant children often lack personal experiences which are taken for granted in textbooks and classroom presentations. Lacking experiences familiar to others, a child quickly becomes isolated from those who share a common experience.

The need for relevant opportunities. Migrant families are eager for opportunities to improve their lot, but they frequently experience frustration and discouragement when opportunities are extended which contain difficulties they cannot surmount. A common defense against such frustration is to withdraw, to refuse future opportunities, and to discourage other family members from similar attempts to succeed.

The need to be recognized for their potential and creativity.

The need for assistance from the community at large."

In more recent years, the improved pay, healthier living conditions and increased educational opportunity are among the sweeping changes which are resolving many of the problems associated with the migrant families. No doubt, Oklahoma educators want to be a part of this coordinated effort to ensure a relevant and equal educational opportunity for children of migrant farm workers.

MIGRANT EDUCATION

The children of migrant farm workers are among the most educationally disadvantaged youngsters of our schools today. Due to their larger population of migrants, the educators of other states have been more conscious of the needs of migratory children. Identification of migratory children and development of programs to serve their needs have received considerable emphasis across the nation.

In the United States, this is the era of categorical funding for educational programs. As educators, sociologists and politicians strive to find ways of providing all citizens the opportunity to more fully participate in the United States society, numerous educational programs have been funded to meet the needs of specific segments of the population. Therefore, it is no surprise that a special emphasis has been placed on improving the educational opportunity of migrant children.

In many respects, the entire United States is the school of the migrant child. For that reason, educators across the nation must work toward cooperative interstate and intrastate programs so that the children of migrant families are assured a continuous pattern of educational development wherever they go. The U. S. Office of Education has already made significant progress in coordinating the migrant programs through the implementation of the Migrant Student Record Transfer System.

Title I of the Elementary and Secondary Education Act of 1965 is specifically designed to help educationally deprived children. It was amended by P.L. 89-750 in 1966 to include the children of migratory agricultural workers. Public Law 93-380 (Part 116d) of 1974 further amended it to include children of migratory fishermen and to require the use of the Migrant Student Record Transfer System.

GOALS AND OBJECTIVES

The National goal of migrant education as stated in the Federal legislation (summarized) is: "To establish programs and projects which are designed to meet the special educational needs of migratory children of migratory agricultural workers or migratory fishermen and to coordinate these programs and projects with similar programs in other states."

In Oklahoma the major objectives for migrant programs are these.

1. To identify every child who can be legally described as a "currently migratory child" or "formerly migratory child", involve him in a migrant program, and enter the proper information in the National Migrant Student Record Transfer System.
2. Establish migrant programs where there are pockets of concentration of eligible children.
3. Improve migrant programs through continual updating of services, adding inservice and preservice training of Migrant Program staff, conducting assessment of needs of students, providing supportive services, evaluating programs, and involving others in planning for Migrant Program changes.

DEFINITIONS

A "migratory child" is a child who has moved with a parent or guardian within the past twelve months across a school district boundary or boundaries in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity. A child, as described above, is more specifically termed a "currently migratory child". There are two categories of currently migratory children:

1) Interstate migratory child - A child who has moved with a parent or guardian within the past year across state boundaries in order that the parent, guardian, or member of his immediate family might secure temporary employment in agricultural or fishing activity.

2) Intrastate migratory child - A child who has moved with a parent or guardian within the past year across school district boundaries so that the parent, guardian, or member of his immediate family might secure temporary employment in agricultural or fishing activity.

3) Formerly migratory child - A child who, with the concurrence of his parents, is deemed to be a migratory child on the basis that he has been a migratory child as defined above but has ceased to be a currently migratory child within the last five years and currently resides in an area served by an agency conducting a program or project for currently migratory children.

"Agricultural Activity" means any activity related to crop production, including but not limited to soil preparation and storage, curing, canning or freezing of cultivated crops. Activities on farms or ranches related to the production and processing of milk, poultry, livestock (for human consumption) and fish are also considered to be agricultural activities. Under the foregoing

definitions, cutting, transporting and sawing of timber are not considered to be agricultural activities. Operations involved in forest nurseries and fish farms, however, are considered to be agricultural activities.

"Fishing Activity" means any activity directly related to the raising and catching of fish and shellfish from streams, lakes, or oceans, and to the processing of such fish for initial distribution through commercial market channels.

"Migratory Agricultural Workers" means those persons who have moved from one school district in a state to another in the same state or to one in another state for the purpose of finding temporary or seasonal employment in one or more agricultural activities as defined above.

"Migratory Fishermen" means those workers who have moved out of a school district to another in the same state or to one in another state for the purpose of finding temporary or seasonal employment in one or more fishing activities as defined above.

"Project" means an activity or set of activities provided under P.L. 89-750 as amended to migratory children in a particular area by a state educational agency, either directly or through a particular local educational agency, which is designed to meet the purposes of the state program.

"State Program" means the overall plan for services, activities, personnel and materials set forth in a state application for a grant under P.L. 89-750 as amended to provide special education to migratory children of migratory agricultural workers and migratory fishermen.

PROGRAM PARTICIPATION

Steps to Successful Applications

Should the presence of migrants in a community give cause to wonder if a district has an educational problem related to migrants or could qualify for a project the following steps should be taken. As each step is taken, an evaluation of the information or evidence found should be made before taking the next step.

1. Read this handbook completely.
2. Survey students in the school district to determine the number of students who might possibly qualify as migrants.
3. Seek technical assistance from the State Department of Education Migrant Section in the form of application blanks, enrollment forms, parent approval forms, and guidelines, (see Appendix A, B, C) or consultant help.
4. Establish a Migrant Program Advisory Committee for the district.
5. Conduct a needs assessment by first, reviewing the district needs assessment under the accountability plan; second, making a special study of migrant students; and third, surveying the resource of the district for supporting a migrant project.
6. Determine priorities for a migrant project by involving staff, Migrant Program Advisory Committee, and others as desired.
7. Obtain migrant parent approval for their child to participate in the program. (See Appendix A)
8. Fill out Migrant Enrollment Form on each migrant student in duplicate. Send one copy of forms to Migrant Record Terminal Operator. (See Appendix B)

9. Plan project to meet the needs of migrant students.
10. Fill out and submit Application for Grant (See Appendix C) to State Department of Education Migrant Section.
11. Upon approval, implement project as planned.

Technical Assistance

The State Department of Education Migrant Section provides forms, applications, and guidelines. It processes all matters related to Migrant Education programs in Oklahoma schools. It has had considerable experience already, and may be able to give considerable help to a district seriously considering a migrant program for the first time. If serious problems should arise anywhere in the process, a call to (405) 521-2846 to the Coordinator of Migrant Programs would get consultant help on the way. The coordinator can also recommend local projects already in operation should you wish to visit one for a first hand look at such a project.

PROGRAM PLANNING

The first step in planning for a community or an LEA is to gain an understanding of the LEA's present and future needs. In the case of the migrant program, the national goals of migrant education developed by Congress are expressed in the introduction on page 6.

In the migrant program, after the presence of migrant students has been affirmed the first step is to appoint an advisory committee.

Parent Advisory Committee

In the early stages of the planning process, and continuing for the life of the project, the LEA is required to establish a Migrant Program Parent

Advisory Committee for the district. The application submitted by the LEA shall demonstrate that the Parent Committee has, as a majority of its members, parents of migrant children who will participate in the current year's program. The Parent Advisory Committee should have the opportunity to provide input into the needs assessment, identifying priorities and evaluation of the project.

Needs Assessment

Using the national goals of migrant education as a reference point and the advice of the Migrant Program Parent Advisory Committee, the LEA administrator should conduct a valid needs assessment to determine the number of eligible children and the special educational needs of the migrant children attending the LEA.

In Oklahoma, funds for operation of the migrant education programs are provided by P.L. 89-750 as amended. Therefore, the criteria for determining what children are eligible for migrant programs is based on the Federal Regulations published by the U. S. Office of Education. The following information provides a basis for identifying migrant children and developing projects.

Minimum Number of Students Required

To qualify for federal funds to implement a migrant program, an LEA should have a concentration of ten to fifteen currently migratory students enrolled during the previous year, although this is not an established minimum number of students required for participation. The SDE authorizes funds on the basis of need and feasibility of the project. Each request for funding will undergo a comprehensive study by the Migrant Education Office, State Department of Education.

For summer programs, a school having a total of ten currently migratory students is eligible for one teacher and related cost. The number would not be based on regular term attendance unless the students entered during the regular term and will attend the summer session. Instead, the number would be based upon the migrants in the community or school the previous summers. If the school has had a summer program previously, the school would not qualify for more teachers than it had during the previous summers without special permission from the SDE.

Since the modest beginning with federal funds during fiscal year 1967, there has been a steady increase in the number of children of migratory agricultural workers enrolled in educational programs within the State of Oklahoma. During the 1975-76 academic year, the State Department of Education has authorized and funded 26 projects in the following LEA's: Altus, Arnett, Binger, Blair, Boise City, Butler, Clinton, Eakly, Eldorado, Elk City, Gould, Grandfield, Granite, Hobart, Hollis, Lookeba-Sickles, Mangum, Martha, Navajo, Olustee, Ryan, Sentinel, Southside, Terral, Snyder, and Waurika.

There is evidence to suggest that the identified children in migrant programs represent only a small fraction of the migratory children in Oklahoma. It is entirely possible the urban school districts also have migratory students in sufficient numbers to justify establishing special migrant programs. The SDE recommends a thorough survey of the students in each school district to identify children who qualify as migratory students according to the U. S. Office of Education guidelines.

Identification of Children

One of the first issues to be resolved in implementing a migrant program is to determine if there is a sufficient number of migrant children

to justify a special program. No matter what planning strategy is applied, the LEA administrator will be concerned with the question, "Who is considered a migrant child?" Please refer to the "Definition" section of this Handbook for the answer to this question. A definition, however, is a minor point; the major task will be finding migrant students.

How do we "find" migrant children? Of course, there is no easy answer to this question. As part of the normal operation of the school, most migratory children will automatically enroll. The school personnel must be alert when enrolling new students to collecting adequate data which will identify migrant students. In some migrant families the children, especially the older ones, are encouraged to work in the fields to increase the family income during the short working season. To overcome this problem, the LEA will have to make use of such tactics as soliciting assistance from the County Extension Agent, the regional office of the Oklahoma Employment Security Commission, the County Welfare Office, and the regional office of the Oklahoma Rural Opportunities, Inc. These agencies can provide much help in finding children. Another strategy would be to collect information about potential migrants from students attending school. A school employee, preferably bilingual, should visit homes, farms,processing plants or any other place the student information suggests.

As potentially eligible migrant children are identified certain other information (with approval of parents) should be collected. Information would include: national origin, migrant pattern, home base, length of stays, legal parents and current guardians or parents, the other usual information probably already in file (name, address, telephone, birthdate, sex), educational background-records, aptitude-interests, aspirations of parents and students, and academic needs.

Program Needs

The needs assessment process should attempt to identify the problems based upon documented needs. The accountability needs assessment should be reviewed at this point for needs peculiar to migrant students. A need may be defined as the discrepancy between "what is" and "what should be". A problem is identified when a particular discrepancy or set of discrepancies related to the migrant children's educational opportunity has been selected for resolution.

The Oklahoma SDE Guidelines for Migrant Education Programs requires that priority needs shall be determined through consultation with and input from teachers, parents of migrant children, and others having awareness and knowledge of the needs specific to the migrant child.

A thorough description of the mechanics of conducting a needs assessment is presented in the Oklahoma SDE publication, Needs Assessment.

Resources

While the needs assessment is being conducted, the school should also survey the resources which could be used to support the program.

Changes may need to be made in the structure of the curriculum to abide by the migrant guidelines. If so, then staff should be involved early in bringing about such changes.

The staff should be surveyed to determine professional personnel qualified to assume the role of migrant student instructor and to determine attitude of staff to such a program. All staff will need to receive training in relating to migrant children and programs, but such a survey will indicate other staff needs that might be addressed.

Availability and talents of paraprofessional aides should also be studied. These positions are invaluable in making the migrant project work.

Facilities for comprehensive programs, media centers, administrative records, handling, community resources, and space should be inventoried for program planning purposes, and plans should be made for redesigning resources and shaping them up for use in the project.

Parent Approval

When a child is identified as a migrant and information indicates there is need for a special program, the school administrator must obtain the signature of the parent or guardian indicating consent to the child's participation. The signed document of consent must be secured in an appropriate file. (See Appendix A)

Migrant Record Transfer System

The National Migrant Student Record Transfer System provides computerized record transfer services to all states which have significant numbers of migrant workers. The main data bank and computer are located in Little Rock, Arkansas and have access to teletype terminals in agricultural regions throughout the country. The nationwide computer network permits continuity in a child's education by allowing his records to follow him as the family moves from community to community.

When an LEA submits an application for funds to conduct a Migrant Education program, the LEA must agree to participate in the National Migrant Student Record Transfer System. A form verifying the students' eligibility to be in migrant programs must be on file either in the migrant classroom or in the administrative office. The information pertaining to the students

must be promptly entered into the Migrant Record Transfer System. Program allocations will be funded on the basis of data available from the National Migrant Student Record Transfer System. No student is to be enrolled on the record transfer system who does not qualify as either currently migrant or formerly (5-year) migrant. (See Appendix B)

Priorities

The needs collected should be reviewed by the staff for further verification which may be generated from school records. Questions such as, "Do our records show that the migrants need extra reading attention that their parents are declaring as their first item of interest?" "Do we have any objective data on any of their needs?"

Verification should be presented along with statements of need generated in the surveys and studies to the Migrant Program Parent Advisory Committee and members of the staff. Other involved persons familiar with the needs of the community's migrants may be asked to participate (even migrant students should be considered). From this study should emerge a prioritized list of needs that face migrant students and the schools.

Objectives

After the priority needs have been identified in a valid procedure, the next step is to develop program objectives. They should specifically state what is to be accomplished and when it is to be done. Each of the objectives should be designed to relate back to resolving the priority needs identified. As a supplement to these objectives, there should be a set of activities (enabling objectives) in measurable terms to describe the sequence of events planned to accomplish the objective. Each application for a migrant education

project shall contain objectives related to the identified priority needs of migrant children to be served by the program.

Program Emphasis

The migrant program provided by an LEA must be primarily for currently migratory students during the present school term rather than for the formerly (5-year) migrant students. Formerly migratory children may participate in projects which include currently migratory children, or may participate in projects developed solely for such formerly migratory children. Formerly migratory student participation must not prevent the participation of currently migratory children nor dilute the effectiveness of programs for such children.

In addition to the above definitions, the age of the migrant children must be considered in planning educational programs. At the early childhood level, Oklahoma guidelines permit a migrant educational program to be established one grade level lower than the lowest grade offered in the school through the regular program. For example, if a kindergarten is offered for five-year-olds as a part of the regular program, a preschool program for four-year-old migrant children would be eligible. At the secondary level, a migrant child must be under eighteen years of age or must not have completed high school to be eligible for service.

The program emphasis should be on resolving the educational need of the students which require special classes. A special priority should be placed on providing remedial instruction at the elementary level, grades K-8.

Self-contained classrooms are prohibited in the migrant education programs. This regulation has the effect of avoiding a number of undesirable situations. First of all, migrant funds must not be used to supplant regular

educational programs. And, from another point of view, the migratory students should not be segregated from the total school community.

It is not necessary for all migrant students to be included in a migrant program. A migrant student who does not need special classes or assistance should not participate in the program.

Evaluation

It is obvious that we need to look at what happens to students in a given experience in order to judge the real worth of a program. LEA's administering a migrant project are required to design an appropriate evaluation procedure to determine the extent to which program objectives are being accomplished and to provide information related to any revision that may be needed in the objectives and/or program activities. It is recommended that the evaluation design include both pre and post testing and encompass all of the activities that are included in the migrant program. The testing should attempt to evaluate both cognitive and non-cognitive objectives. A written evaluation report will be required of each project on an annual basis.

In addition to the self evaluation indicated above, the SDE will conduct an onsite evaluation. A team of professional educators will visit each project for a period of not less than two days to evaluate the project implementation procedure and process. To assure consistency, objective and subjective evaluation instruments, as well as personal interviews, will be used.

PROGRAM IMPLEMENTATION

Staff Development

Personnel in the Migrant Education Programs should make every effort to participate in State inservice education programs sponsored by the SDE. Various kinds of training will be provided to prepare personnel for their responsibility. In a series of workshops, all project employees will be oriented to the special needs of the migrant child. In addition, they will study and practice the instructional techniques that have proven to be the most productive in instructing migrant students.

Teacher's Aide

In many migrant programs, a teacher's aide is employed to perform a variety of services. Especially important is the fact that a large percentage of the migratory students are bilingual. A bilingual aide is invaluable in helping with the classroom activities, serving as translator, and functioning as a liaison between home and school.

In Oklahoma, the role of the teacher's aide is defined by SDE regulations. In general the regulations indicate an aide shall not be given the responsibility of instructing children; and all assigned activities of the aide must be under the direct supervision of a certified teacher.

Class Size

It is recommended that no more than ten students be in a migrant program class at one time with a maximum of fifteen. A teacher assigned to a migrant program should not have the responsibility for instructing more than fifty students per day.

Supportive Services

Most professional educators realize that student achievement and social adjustment is effected by many factors other than the educational program. A student cannot be expected to achieve academically if he is deprived of the basic needs. Therefore, the migrant education regulations authorize expenditure for supportive services when they are necessary to enable eligible school-age and preschool children to participate effectively in instructional services that are designed to bring about an improvement of educational performance. In the past, the following supportive services have been components of migrant programs:

(1) Clothing furnished the migratory student when necessary for regular school attendance;

(2) Opportunities for cultural enrichment;

(3) Dental and medical checkups with appropriate follow-through treatment and care;

(4) Purchase of personal school supplies.

It is recommended that the student record from the National Migrant Student Record Transfer System be studied prior to providing medical or dental services. If needs other than those listed above are identified, the LEA administrator should contact the SDE to obtain approval prior to making expenditures.

Cooperative Materials Center

A State Cooperative Materials Center for Migrant Programs has been established. This media library has many films and other supportive materials

available for use by migrant project personnel. Demonstrations and workshops are held periodically for participating teachers and taught by center staff so that participants have knowledge of the center, catalogs of available materials, plus information about new equipment, methods, and materials.

Food Services

During the regular school year, food services, if needed by migrant students, should be reimbursed by the School Lunch Division's Free and Reduced Lunch Program. In the summer months when the cafeteria is not normally open, the cost of salaries for food preparation personnel may be included in the Migrant Application Budget.

Community Contact

The very nature of the lifestyle of migrant families is conducive to children missing many days of school or dropping out entirely. Therefore, it is recommended that extensive community visitation be used to identify students dropped out of schools or encourage regular attendance of those enrolled. An aggressive summer program of migrant student identification is essential to providing service to all children.

Other Considerations

The preceding information presented numerous items to consider in finalizing a plan for a migrant program. As in any categorical program there are a number of safeguards that must be presented. The following are guidelines not covered in other sections:

(1) Instructional and special activities are to be conducted as written in the approved application, unless amendments in program activities and/or project budget have been submitted and given prior approval in writing by the Migrant Education Office of the SDE.

(2) Equipment must not be purchased unless the need is documented in the application. Purchase of materials or equipment costing in excess of $400 requires prior approval (in writing) from the office of Migrant Education. Accurate records of equipment inventory must be maintained.

(3) Personnel not listed on the application must not be listed for payment unless a revision has been submitted and approved.

(4) Salaries for professional personnel in the migrant program must be in accord with the salary schedule adopted by the LEA for all personnel.

(5) Fringe benefits for professional personnel in the migrant program should follow the policies of the individual LEA. Matching contributions for Social Security and Teacher Retirement should be included in the budget.

(6) To assure appropriate utilization of funds according to Federal legislation and State guidelines, the Administrator of Migrant Programs will be responsible for monitoring the fiscal operation of participating LEA's. In addition, an annual onsite audit by the Auditing Section will be conducted.

The purpose of this handbook is to give a broad overview of the migrant education program in Oklahoma and across the nation. Hopefully, the information presented will encourage Oklahoma educators to further consider assessing the needs of migrants in their district. Obviously, we do not have adequate numbers of migratory children in every district to justify a migrant program. When we consider the provision for formerly migratory children in addition to the currently migratory children, the feasibility of establishing new migrant programs in districts not being served becomes greater. The problems involved in migrant education are so numerous that this handbook only begins to prepare the LEA administrator to develop a migrant program. Therefore, if an LEA would like to give the migrant program further study, it is recommended that they request technical assistance from the Migrant Education Section, Oklahoma State Department of Education, 2500 North Lincoln, Oklahoma City, Oklahoma 73105.

APPENDIX A

"The Migrant Student Record Transfer System has been explained and is understood by me. I know that my child's record will be made available for me to see and obtain if I should desire. I understand further that this record will be sent to other schools in which my child intends to enroll."

_____ _____

Date Parents Signature

APPENDIX B

MIGRANT ENROLLMENT FORM

Form M-3
Replaced Form M-2

STUDENT'S LAST NAME	FIRST NAME	M.I.	SEX	BIRTHDATE	VERIF.	AGE	STUDENT NO.	MNE

BIRTHPLACE (CITY)	COUNTY	STATE	HOME BASE CITY	STATE

LEGAL PARENTS		CURRENT PARENTS	
FATHER'S LAST NAME	FIRST NAME	FATHER'S LAST NAME	FIRST NAME
MOTHER' LAST NAME	FIRST NAME	MOTHER'S LAST NAME	FIRST NAME

CURRENT ADDRESS	CITY	STATE	ZIP CODE

SCHOOL NAME
SCHOOL IDENTIFICATION
Mail To: MIGRANT RECORD TERMINAL OPERATOR 215 N. Lee Altus, Oklahoma 73521

Enrollment Date: Month Day Year

Last School Attended State

Has this child ever been in your school before?
_____ If so, when? (School Year) _____

APPENDIX C

APPLICATION FOR GRANT
TO MEET THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN

76 ESEA

Educational Programs for Migratory Children

SECTION I — PROJECT REVIEW AND APPROVAL *(To be completed by State Educational Agency)*

1. STATE CODE	2. STATE PROJECT NO.	3. APPLICANT CODE NO.	4. APPLICANT PROJECT NO.	5. COUNTY CODE	6. CONG DISTRICT	7. SMSA CLASS	8. FY 75 CARRY-OVER FUNDS $
							9. FY 76 GRANT $

SIGNATURE (AUTHORIZED SEA OFFICIAL)	DATE APPROVED	FOR FISCAL YEAR ENDING	10. TOTAL AMOUNT APPROVED $
		JUNE 30, 1976	

SECTION II — CERTIFICATION AND STATISTICAL DATA *(To be completed by applicants)*

CERTIFICATION

The applicant designated below hereby applies for a grant of Federal funds to provide instructional activities and services to meet the special educational needs of educationally deprived children as set forth in this application.

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the agency named below has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on _____, 19____.

APPLICANT (LEGAL NAME OF AGENCY)			NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
MAILING ADDRESS (STREET, CITY OR TOWN)			SIGNATURE	
STATE	COUNTY	ZIP CODE NO.	TELEPHONE (AREA CODE AND NO.)	DATE SIGNED

NAME AND TITLE OF CONTACT PERSON	MAILING ADDRESS	TELEPHONE NO.

A. ESTIMATED NUMBER OF MIGRATORY CHILDREN TO BE SERVED IN THE PROJECT BY SCHOOL LEVEL

[redacted]	PREKINDERGARTEN (1)	KINDERGARTEN (2)	ELEMENTARY (3)	SECONDARY (4)	UNCLASSIFIED (5)	TOTAL (Sum of (1)+5)) (6)
A. INTRASTATE						
B. INTERSTATE						
C. FIVE-YEAR PROVISION						

D. INDICATE TYPE OF PROGRAM BY SCHOOL TERM

☐ REGULAR TERM ☐ SUMMER

B. DESCRIPTION OF PROJECT ACTIVITY AND SERVICE (Give a detailed description of your instructional program for migrant students so anyone who is unfamiliar with your school would understand the activities. Number and attach extra pages if needed)

Tutorial____ Self-contained____ Grade levels_____ Dates in operation_____to_____.

III. CONDUCTING THE NEEDS ASSESSMENT

A. Narrate the procedures used in determining major educational needs of students listed in the needs assessment. Be specific as to what factors were considered, who was involved and how they were involved in planning and conducting the needs assessment.

B. List criteria and factors utilized in determining pupil need priorities and order as listed on your needs assessment data sheet. Include information revealing the role of private school representative and recommendations of parent councils.

C (1)

NEEDS ASSESSMENT DATA

NAME OF SCHOOL _____

GRADE LEVEL (1)	SOURCE OF INFORMATION (2)	DATE ADMIN-ISTERED (3)	SKILL OR KNOWLEDGE AREA (IDENTIFY AS COGNITIVE, AFFECTIVE OR PSYCHOMOTOR) (4)	NO. OF CHILDREN (5)	DEGREE OF DEPRIVATION (6)	IDENTIFIED STUDENT NEEDS (7)

C (2) LIST THE NEEDS IDENTIFIED IN COLUMN (7) IN PRIORITY ORDER:

(1) _____ (5) _____

(2) _____ (6) _____

(3) _____ (7) _____

(4) _____ (8) _____

C (3)

PROJECT PLANNING

OBJECTIVES TO MEET PRIORITIES (8)	PROJECT COMPONENT (9)	PARTICIPANTS		COMPONENT COST (12)	ACTIVITIES (13)
		GRADE (10)	NO. (11)		

C (4) EVALUATION PLAN - BRIEFLY DESCRIBE HOW YOU PLAN TO EVALUATE EACH COMPONENT. INCLUDE MEASURING DEVICES, DATA ANALYSIS, AND OTHER FACTORS INCLUDED IN YOUR PLAN.

IV-A. DETAILED PROJECT BUDGET

BUDGET ACCOUNT NUMBER (1)	NAME OF PERSON OR ITEM (2)	CLASSIFICATION OF PERSONNEL (3)	NAME OF PROJECT COMPONENT (4)	FY 75 CARRY-OVER FUNDS (5)	FY 76 FUNDS (6)

B. BUDGET (INCLUDE ONLY ESTIMATED DOLLAR AMOUNTS

A	EXPENDITURE ACCOUNTS (SEE OE HANDBOOK II) (1)	ACCOUNT NUMBER (2)	EXPENSE CLASSIFICATION					
			FY 1975 CARRY-OVER FUNDS			FY 1976 FUNDS		
			SALARIES (3)	CONTRACTED SERVICES AND OTHER EXPENSES (4)	TOTAL AMOUNT (5)	SALARIES (6)	CONTRACTED SERVICES AND OTHER EXPENSES (7)	TOTAL AMOUNT (8)
1	ADMINISTRATION	100	$	$	$	$	$	$
2	INSTRUCTION	200						
3	ATTENDANCE SERVICES	300						
4	HEALTH SERVICES	400						
5	PUPIL TRANSPORTATION	500						
6	OPERATION OF PLANT	600						
7	MAINTENANCE OF PLANT	700						
8	FIXED CHARGES	800	XXXXXX			XXXXXX		
9	FOOD SERVICES	900	XXXXXX			XXXXXX		
10	STUDENT BODY ACTIVITIES	1000						
11	COMMUNITY SERVICES	1100						
12	SITES	1210	XXXXXX			XXXXXX		
13	BUILDINGS	1220 A AND B	XXXXXX			XXXXXX		
14	REMODELING	1220 C	XXXXXX			XXXXXX		
15	EQUIPMENT FOR INSTRUCTION	1230 C	XXXXXX			XXXXXX		
16	ALL OTHER EQUIPMENT	1230 EXCEPT C	XXXXXX			XXXXXX		
17	TOTALS		$	$	$	$	$	$

C. INDIRECT COST - APPR'D RATE _____% AMT. OF INDIRECT COST $_____ TOTAL FY 76 GRANT $ _____

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V. BUDGET CATEGORIES

OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY									
	(1) Instructional Service		(2) Support Service		(3) Staff Development		(4) Other		(5) TOTAL	
	FY 75	FY 76	FY 75	FY76	FY 75	FY 76	FY 75	FY 76	FY 75	FY 76
A. PERSONNEL										
B. FRINGE BENEFITS										
C. TRAVEL										
D. EQUIPMENT										
E. SUPPLIES										
F. CONTRACTUAL										
G. CONSTRUCTION										
H. OTHER										
I. TOT. DIRECT CHGS.										
J. INDIRECT CHARGES										
K. TOTALS										

VI. A. Describe the supportive services the project will provide to enhance the instructional areas.

B. Indicate inservice training for project staff members, including joint training activities for education aides and professional staff members.

C. Indicate provisions for your participation in the National Student Transfer System.

D. Indicate plans for parental and community involvement in the migrant program.

VII. Assurances

The Applicant hereby assures and certifies that he will comply with the regulations, policies, guidelines, and requirements including OMB Circulars Nos. A-87, A-95, and A-102, as they relate to the application, acceptance and use of Federal funds for this Federally assisted project. Also the Applicant assures and certifies with respect to the grant that:

A. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.

B. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.

C. It will comply with Title VI of the Civil Rights Act of 1964 (42 USC 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

D. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally assisted programs.

E. It will comply with the provisions of the Hatch Act which limit the political activity of employees.

F. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.

G. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

H. It will give the grantor agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.

I. It will comply with all requirements imposed by the Federal grantor agency concerning special requirements of law, program requirements, and other administrative requirements approved in accordance with Office of Management and Budget Circular No. A-102.

J. The services provided with State and local funds for free public education in the project area will be maintained at levels that are comparable to those for non-project areas and the amounts of such funds expended in the project areas will be maintained at levels that are no lower than the levels that would have been maintained if no projects had been approved for those areas.

K. A parent council (excluding applicant district employees) has been formed; and (1) A majority of the membership of the council is composed of parents of Title I Migrant participants; (2) The parent council has been involved in project planning prior to submission of the Title I Migrant application; and (3) The parent council has been provided an opportunity to make recommendations concerning the Title I Migrant project.

L. Procedures have been established whereby information may be made available to parents and other citizens including members of parent council.

M. It will safeguard the rights and welfare of human subject involved in project activities.

VIII. AGREEMENT

THIS AGREEMENT, entered into as of this _____ day of _____, 19 ___, by and between _____ School District Number _____, County of _____, State of Oklahoma, hereinafter referred to as the "Local Education Agency", and State of Oklahoma Department of Education, Elementary and Secondary Education Act 89-10, Title I hereinafter referred to as the "State Education Agency".

WITNESSETH THAT:

WHEREAS, the Local Education Agency, on the _____ day of _____, 19 ___, received a Grant under Title I of the Elementary and Secondary Education Act of 1965, said Grant No. _____ and;

WHEREAS, the State Education Agency desires to engage the Local Education Agency to render certain assistance in such undertakings;

NOW, THEREFORE, the Local Education Agency and the State Education Agency do mutually agree as follows:

1. The Local Education Agency shall, in a satisfactory and proper manner as determined by the State Education Agency, perform the following services for children of migratory agricultural workers only:

(Description of Activities and Services Attached)

2. The LEA shall commence performance of this contract on the _____ day of _____, 19 ___, and shall complete performance no later than the _____ day of _____, 19 ___. The completion date shall be no later than the date of expiration of the grant.

3. The LEA shall maintain such records and accounts, including property, personnel, and financial records, as are deemed necessary by the SEA to assure a proper accounting for all project funds. These records will be made available for audit purposes to the SEA and will be retained for three years after the expiration of this Contract unless permission to destroy them is granted by the SEA.

4. The LEA shall spend no more than $_____ in the performance of this Contract.
(amount of grant)

5. IN WITNESS THEREOF, the LEA and the SEA have executed this agreement as of the date first above written.

_____	_____
Name of LEA	SEA
By: _____	By: _____
Administrator	State Department of Education
Subscribed and Sworn to before me _____, 19 ___.	Subscribed and Sworn to before me _____, 19 ___,
My commission expires _____, 19 ___.	My commission expires _____, 19 __.
_____	_____
Notary Public	Notary Public